 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

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| **Teacher’s Name:**Caroline Murphy  **Lesson #:** 4 **Facet:** 3 **Grade Level:**11 **Numbers of Days:** 3 **Topic:**Autobiographical elements of *Tender is the Night*.   **PART I:**  **Objectives** **Student will understand that**autobiographical elements of a novel have strong implications for its plot and characters.  **Student will know**about the Lost Generation.   **Student will be able to**consider the ways that the autobiographical elements of the text influenced its plot, characters, etc.  **Product:**iMovie   **Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment** **Content Area:** English **Grade Level:** Grade 11-12 **Domain:** Reading - Literature **Cluster:** Key Ideas and Details, Craft and Structure **Standard:** A*nalyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact*  **Rationale:**An author' decisions regarding their text are extremely important for understanding it's meaning, so studying the ways that a text is incredibly layered and deliberate does a lot to help students deepen their understanding.  **Assessments**  **Formative (Assessment for Learning)** **Section I – checking for understanding during instruction:** Timed-Pair-Share gives students the chance to swap perspectives about Fitzgerald's use of autobiography in T*ender is the Night.*  **Section II – timely feedback for products (self, peer, teacher)** The iMovies will be evaluated by the teacher using a rubric that students have access to ahead of time, so they can be adequately prepared. Students will also self-assess their projects with a rubric they develop as a class.  **Summative (Assessment of Learning):** Students will use iMovie to act out a comparison of Fitzgerald's life and the lives of his characters in a way that helps them understand the impact that autobiographical elements have on a novel.  I**ntegration** **Technology:** iMovie  **Content Areas:** Social Studies: students will develop an understanding of the sociological process behind writing a novel.   **Groupings** **Section I - Graphic Organizer & Cooperative Learning used during instruction** The Five W's chart will allow students to write down information about events in the novel that correspond to their study of events in F. Scott Fitzgerald's life. <http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf>  <http://w4.nkcsd.k12.mo.us/~kcofer/social_cooperative_structures.htm> Round-Robin Brainstorming allows students to develop several different perspectives about the autobiographical elements of *Tender is the Night.*  **Section II – Groups and Roles for Product** Timed-Pair-Share is an activity for pairs.   **Differentiated Instruction**  **MI Strategies** **Verbal:** Students will provide a written script of the dialouge in their iMovie. **Logic:** Students will explain logically why they think Fitzgerald made certain choices in writing his novel. **Musical:** Students can include music or a performance of their own in their iMovie. **Interpersonal:** Students are encouraged to use classmates or friends in their iMovie. **Intrapersonal:** Students will complete a reflection about their creative process of making the iMovie. **Naturalist:** Students are encouraged to set at least part of their movie outside.  **Modifications/Accommodations** ***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  **Plan for accommodating absent students:** The graphic organizer will be available on the class blog, as well as the lecture material.   **Extensions**  **Type II technology:**iMovie   **Gifted Students:** Students can challenge themselves by what they include in their iMovie project.   **Materials, Resources and Technology** *Laptop* *Projector* *Midnight in Paris DVD* *Graphic organizer handouts*   **Source for Lesson Plan and Research** <http://www.enotes.com/tender-night/themes>  <http://www.thedailybeast.com/articles/2011/07/16/f-scott-fitzgerald-s-on-booze-america-s-drunkest-writer.html>  **PART II:**  **Teaching and Learning Sequence**  **Day 8**  *Midnight in Paris (15 minutes)* – the teacher opens the class with a clip from the movie *Midnight in Paris* that serves to introduce the class to the concept of the Lost Generation.  *Timed Pair Share (20 minutes)* – students break up into pairs and discuss what they have learned about the Fitzgeralds’ circle of friends and how it relates to what they have read so far in *Tender is the Night.*  *iMovie assignment (25 minutes)* – students receive the iMovie project assignment and have the rest of the class to work on it in their groups.  Homework: work on iMovie presentations.  **Day 9**  *iMovie projects (80 minutes)* – students have the entire class period to work on their iMovie projects.  **Day 10**  *iMovie projects (60 minutes)* – the class will watch everyone’s iMovie projects.  *Self-assessments (20 minutes)* – students have the rest of class time to complete the self-evaluations of their iMovie presentations.  Homework: read 277 – 315 and blog.  1. Students will understand that autobiographical elements of a novel have strong implications for its plot and characters. To do this, they must analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. This is because an author's personal connection to the text always affects its plot. For a hook, students will again familiarize themselves with Lost Generation characters that allow them to explore historical and autobiographical elements of the novel.  ***Where, What, Why, Hook, Tailors: intrapersonal, interpersonal, logic, verbal***  2. Students will know about the "Lost Generation,” an artist and writer expatriate circle from the 1920s. Students will use the Five W's Chart to help them organize plot details and understand how the plot develops, and Round-Robin Brainstorming will give students the opportunity to share their ideas before applying them to the project. Timed-Pair-Share will give students a chance to explore many different ideas and get peer feedback on their project as they complete it. **Equip, Explore, Rethink, Tailors:** visual, kinesthetic, interpersonal   3. Students will use the Five W's Chart to help them organize plot details and understand how the plot develops, and Round-Robin Brainstorming will give students the opportunity to share their ideas before applying them to the project. Students will use iMovie to act out a comparison of Fitzgerald's life and the lives of his characters in a way that helps them understand the impact that autobiographical elements have on a novel. Timed-Pair-Share will give students a chance to explore many different ideas and get peer feedback on their project as they complete it. The iMovie will be graded by the teacher using a checklist and conferences with each group. Each iMovie will be viewed by the entire class, who will fill out evaluation checklists for the project. **Explore, Experience, Rethink, Revise, Refine, Tailors:**interpersonal, logic, visual, verbal, intrapersonal   4. Students will receive teacher and peer feedback. The teacher will use a checklist and conferences with the students about their projects. The whole class will view each iMovie, and they will evaluate them based on a checklist and a Gallery walk.  **Evaluate, Tailors:**interpersonal, kinesthetic, visual.  **Content Notes**  The “Lost Generation” refers to the age of people who grew up during WWI and the Roaring 20s, but it also refers to a group of writers and artists who took refuge in Europe and formed a close-knit artistic circle. Some notable members were Ernest Hemingway, Gertrude Stein, Pablo Picasso, Salvador Dali, and F. Scott Fitzgerald. They got together and drank, talked about literature and art, and bounced ideas off of each other. The Lost Generation is notable for our unit becaue the characters in the novel form their own sort of Lost Generation in the French Riviera, where the Fitzgeralds also spent time.   **Handouts** Five W's Chart    **Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  ***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***   ***Learning Styles***  ***Clipboard:***The Five W's chart encourages linear thought and organization of abstract ideas.   ***Microscope:***The iMovie project allows deeper understanding of the similarities and differences between Fitzgerald's life and that of his characters.  ***Puppy:***The iMovie project allows for a collaborative environment, and the brainstorming activity gives students the opportunity to have a productive conversation that will help them with their projects.   ***Beach Ball:****The iMovie project allows for very a hands-on application of the contet material.*   ***Rationale:****The iMovie project is adaptable for all different learning styles because it presents fact-based material in hands-on and creative ways.*   ***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  ***Formative:*** Ongoing formative assessment on the blog entries continues. The Timed-Pair-Share activity gives the teacher a chance to check for student understanding on the iMovie projects before they are completed.   ***Summative:*** The summative assessment is an iMovie project designed to summarize students' understanding of the autobiographical elements of *Tender is the Night.*    ***Rationale:*** The formative assessment will help develop the summative assessment, which evaluates students overall understanding of the autobiographical elements of the novel.   ***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  ***Content Knowledge:*** English Grade 11-12, Reading-Literature  ***MLR or CCSS:***  Common Core Standards   ***Facet:*** Evaluate   ***Rationale:*** Understanding the similarities and differences between fiction and autobiography will help students pick out how the two can come together in a text to add layers to its plot.   ***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  ***MI Strategies:*** interpersonal, intrapersonal, logic, verbal, kinesthetic, musical   ***Type II Technology:*** iMovie    ***Rationale:***Technology like iMovie has a broad range of possibilities that allows for lots of tailoring to different learning style needs.    ***NETS STANDARDS FOR TEACHERS*** **1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.** a. Promote, support, and model creative and innovative thinking and inventiveness  b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  ***Rationale:*** The iMovie project inspires students to mix creativity with historical background.   **2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.** a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  ***Rationale:*** iMovie is a very Type II technology that allows for lots of experimentation and creativity not readily available with other types of projects. |

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